



HINDI IMPOSITION PAPERS

Volume 4

**Hindi Imposition
Through Educational
Institutions**

Thanjai Nalankilli

HINDI IMPOSITION PAPERS

Volume 4 Hindi Imposition Through Educational Institutions

edited by
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Numbers in parentheses indicate number of articles by the author in this volume.

Hindi Imposition Papers

All You Wanted to Know about Hindi imposition and More

This fourteen-volumes book contains over 100 articles on the subject of Hindi imposition in India. Researchers, scholars, historians and students who want to get an in-depth understanding of India's language policy may go through these articles one by one. Others may casually browse through these volumes, stopping to read those articles that interest them. You may find lots of interesting and useful information in these articles.

Even if you are reading these articles a hundred years from now, these articles will tell you the history of the development and evolution of India's Hindi imposition policies and opposition to it, starting from 1938 to 2019. This is part of Indian history. India's language problem is an ongoing problem. We do not know where all this will lead to and how this will end.

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Preface

Thanjai Nalankilli

OUTLINE

1. Education was Moved from State Control to Dual Centre-and-State Control
2. Move Education Back to State Control

1. Education was Moved from State Control to Dual Centre-and-State Control

The original Indian Constitution that came into effect on January 26, 1950 had education under the "state list"; that is, education was totally under the control of state governments. Prime Minister Indira Gandhi declared emergency on June 26, 1975 and ended it after 21 months on March 21, 1977. The 42-nd amendment to the Indian constitution was enacted during the emergency. One of the many changes made to the constitution was to increase the power of the central government and weaken the state government powers by transferring 5 subjects from "state list" to "concurrent list". "State list" means that the subject is under the exclusive control of state governments. "Concurrent list" means that the subject is under the control of both central and state governments. If there is disagreement between a state government and central government, and central government having the dominant power over state government.

One of those subjects moved from state list to concurrent list was education. So education is no longer under state government control but under the control of both state and central governments (and central government has the dominant power over state government).

2. Move Education Back to State Control

Those who control education can shape and form individuals and the society. Romans brought in barbarian children to Rome, educated them as Romans and they became Romans and even top army officers. These officers were even sent to crush barbarian rebellions. The same is happening in India. In central government controlled schools, universities and institutes of higher education, students are trained to be "Indians", ignoring their own culture.

In recent years out-of-staters are appointed as University Vice-Chancellors. They know neither the language nor the culture of the state. This is unacceptable. We do not bring brilliant academics from Japan to lead our universities. Why should we bring in a Bengali who knows neither the language, culture, heritage and history of Kerala to lead a university in Kerala. This practice should end. Constitution should be amended to hand over education to states. That is where it belongs.

This book is about Hindi imposition. So let us talk about it. Hindi is imposed wherever the Indian government goes. Education is no exception. In this Fourth Volume of "Hindi

Imposition Papers", we compile several articles that discuss the subject of Hindi imposition through educational institutions. These articles do not discuss every aspect of Hindi imposition through educational institution, they cover only some.

(First Published: July 2019)

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1. **Three-Language Formula is a Trojan Horse for Hindi Imposition**

Thanjai Nalankilli

Indian Government appointed a committee in 2017 to develop a "New Education Policy (NEP)" for India. The policy covers elementary to college education in both rural and urban India. The committee submitted its report to the Human Resources Development (HRD) Ministry in December 2018. Although the draft report is not yet released to the public, some points of the report are published in news media (Indian Express, January 10, 2019).

It is reported that the New Education Policy (NEP) recommends “strict implementation” of the three-language formula. That is unacceptable because three-language formula would inevitably mean Hindi as the third language in non-Hindi states. This is BACK-DOOR HINDI IMPOSITION. When you make Hindi the official language of India and then compel schools to teach 3 languages, what would be the third language? It would definitely be Hindi in non-Hindi states. This is a CUNNING way to force non-Hindi students to learn Hindi.

There is no need to teach students 3 languages. It is waste of precious time. There are some who say more languages students learn the better. America, Canada, Japan and West European countries teach only one or two languages as mandatory. They are all well ahead of India economically, industrially, scientifically and technologically. There is no need for three languages in India. The so-called three-language formula is nothing but a means to force non-Hindi students to learn Hindi.

Whether a state wants to teach two languages or three languages should be left to the state government and not to the Indian government. Non-Hindi states should fight tooth and nail against making three-language formula mandatory. Most countries teach no more than two languages. It allows students more time for science, mathematics and technology; they are more important than Hindi.

(First Published: April 2019)

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2. **Is Hindi Imposition Lurking Behind the New Education Policy of India (2018-2019)?**

Thanjai Nalankilli

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1. Introduction
2. India-Centric Education Should not Translate into Hindi-Centric Education
3. Is Hindi Compulsory in Schools?
4. Three-Language Formula is a Trojan Horse for Hindi Imposition
5. Common Syllabus for Science and Mathematics
6. Devanagari Script Imposition

1. Introduction

Indian Government appointed a committee to develop a "New Education Policy (NEP)" for India. The committee submitted its report to the Human Resources Development (HRD) Ministry in December 2018. Although the draft report is not yet released to the public, some points of the report are published in news media (Indian Express, January 10, 2019). We discuss them as we know it as of the first week of February 2019.

2. India-Centric Education Should not Translate into Hindi-Centric Education

The report aims to implement an "India-centric" system of learning in schools. This somewhat ambiguous aim concerns us because many top Indian government leaders and policy makers think Indian people means just Hindi people, and thus "India-centric" education might be transformed into "Hindi-centric" education. We have documented several examples of the attitude of "Indian people means just Hindi people" among top Indian government leaders and policy makers [Volume 12-Part II]. So non-Hindi peoples should be extremely watchful.

3. Is Hindi Compulsory in Schools?

Some newspapers reported that the draft NEP suggests "strict implementation" of the three-language formula making Hindi mandatory across the country up to Class 8. On January 10, 2019, HRD Minister Prakash Javadekar refuted it saying that NEP does not recommend making "any language compulsory". I have no reason to doubt the honourable minister but the devil is in the detail, as will be discussed in the next section.

4. Three-Language Formula is a Trojan Horse for Hindi Imposition

[Much of the material in this section is from Chapter 1. If you have read that chapter, just scroll down a short distance to Section 5.] Is the NEP recommending "strict implementation" of the three-language formula? That is unacceptable because three-

language would inevitably mean Hindi as the third language in non-Hindi states. This is BACK-DOOR HINDI IMPOSITION. When you make Hindi the official language of India and then compel schools to teach 3 languages, what would be the third language? It would definitely be Hindi in non-Hindi states. This is a CUNNING way to force non-Hindi students to learn Hindi.

There is no need to teach students 3 languages. It is waste of precious time. There are some who say more languages students learn the better. America, Canada, Japan and West European countries teach only one or two languages as mandatory. They are all well ahead of India economically, industrially, scientifically and technologically. There is no need for three languages in India. The so-called three-language formula is nothing but a means to force non-Hindi students to learn Hindi.

Whether a state wants to teach two languages or three languages should be left to the state government and not to the Indian government. Non-Hindi states should fight tooth and nail against making three-language formula mandatory. Most countries teach no more than two languages. It allows students more time for science, mathematics and technology; they are more important than Hindi.

5. Common Syllabus for Science and Mathematics

Reportedly the NEP recommends, "Science and Mathematics may be taught in any language, but the syllabus should be the same in all states". We have no objection to it, as such, but Hindi zealots in the Indian government would use this innocent recommendation as a vehicle to thrust Hindi into non-Hindi students. Indian government has already, a few years ago, said that Indian languages should develop common technical terms. Guess, what language those technical terms would be? Invariably Hindi/Sanskrit. NEP should leave it to the different languages to develop their own technical terms. Many languages do have their own dictionaries or compilation of technical terms; there is no need for "Indian technical terms". If I have to learn foreign language technical terms, I would rather learn English technical terms rather than Hindi/Sanskrit terms; it gives access to technical treasures of the world. There is no need for creating or using Indian technical terms; students should learn technical terms of their own language and, if necessary, English.

6. Devanagari Script Imposition

Devanagari is the script used to write Hindi and a few other Indian languages. The draft NEP is reported to recommend that Devanagari should be developed as a script for languages/dialects that have no script or use Roman script (English script). Who are we to tell Nagas what script they should use for their languages? What right do we have to tell Konkani people what script they should use for their language? Adapting former Kerala (Travacore-Cochin) Chief Minister Pattom Thanu Pillai, "Devanagari is as much alien to Nagas as English script is to Hindis". Let Nagas choose what they want. [Pattom Thanu Pillai said in the 1950's, "Hindi is as much alien to South Indians as English is to Indians".

The New Education Policy should stay out of the language controversy.

(First Published: March 2019)

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3.

Hindi Enters Indian Institutes of Technology and Indian Institutes of Management (Hindi Imposition at IIT and IIM)

Thanjai Nalankilli

OUTLINE

Abbreviations

Executive Summary

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2. Indian Institutes of Technology's (IIT's) Past Record on Language Issue

3. Is Teaching in Mother Tongues Possible in IITs?

4. Prediction: Only Hindi and English Lectures will be Offered!

5. Past Examples of Deception on the Language Issue

5.1 IIT Entrance Examinations Example

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6. Do not Fall for the Trap "We will Offer Hindi this Year but will Add Your Language Next Year"

7. First Things First

8. What Should We Do to Protect Our Children's Future?

ABBREVIATIONS

CBSE - Central Board of Secondary Education

CFTI - Centrally Funded Technical Institute

CSAT - Civil Services Aptitude Test

CU - Central University

IAS - Indian Administrative Services

IEST - Indian Institute of Engineering Science and Technology

IIT - Indian Institute of Information Technology

IIM - Indian Institute of Management

IIT - Indian Institute of Technology

IPS - Indian Police Service

JEE - Joint Entrance Examination

JoSAA - Joint Seat Allocation Authority; it is responsible for seat allocations to various IITs, IIMs, NITs, IEST, IITs

LIC -Life Insurance Corporation

NIT - National Institute of Technology

EXECUTIVE SUMMARY

Indian government's interest in offering lectures in students' mother tongues at IITs is a cunning approach to bring Hindi as medium of instruction at IITs (along with English). Once this "mother tongues proposal" is accepted, Indian government would offer lectures in Hindi only and offer one excuse or other for delaying (and eventually not offering)

lectures in other Indian languages. We have precedence of this tactic in the past in other areas (See Section 5). Before even considering lectures in Hindi (and supposedly other languages), offer IIT entrance examination question papers in all Indian languages and allow students to answer those questions in any Indian language. If the Indian government cannot offer question papers in all languages, how can it offer lecture in all languages? (Section 7) There should be iron-clad guarantee through parliamentary legislation that Hindi lectures will not be offered until lectures are offered in all languages (Section 8); also amount money spent on each of the languages should be the same; no higher funding for Hindi (Section 8).

1. Introduction

"Indian Government is considering classroom lectures to IIT students in their mother tongues... As per the plan, IITs could devote a section for teaching in regional languages. This class could be in addition to regular teaching hours or could be held simultaneously" (The New Indian Express; August 14, 2016). We assume that students would also improve their English proficiency to read technical books and papers in English and write reports and make presentations in English.

Interesting news but **beware of Hindi wolf entering the barn wearing sheep skin.**

Indian Institutes of Technology (IIT) are the premier institutions of higher learning in engineering and technology. Well funded by the Indian Government, financially far better off than state run institutes and universities, admission to IITs are much sought after by students. A degree from an IIT almost guarantees a lucrative job offer in academia or industry. English is the medium of instruction so far. Lectures are in English. Notes, books and other study materials are in English. Examinations are in English. This does give some difficulty to students who studied in the mother tongue in school, compared to those who attended English-medium schools. Indian government's idea of offering lectures in mother tongue does seem a good move.

Our concern is not with the idea but how the Indian government would execute it or partially execute it. Once everyone accepts the idea of offering lectures in mother tongue, Indian government would show its real face, the Hindi-face, and offer Hindi lectures in every Indian Institute of Technology (IIT), Indian Institute of Medicine (IIM) and central university, and may be, a few classes in a few other Indian languages in a few institutions. **Mark my words, this is sure to happen.** I am as certain of this as I am certain that sun would rise in the east tomorrow morning.

IIT's past record on the language issue predicts what will happen. Read on.

2. Indian Institutes of Technology's (IIT's) Past Record on Language Issues

Admission to IITs are based on All-India competitive examinations called Joint Entrance Examination (JEE). It consists of two parts: JEE-Main and JEE-Advanced. Only those

students selected on the basis of their JEE-Main marks go on to write JEE-Advanced, and top scorers in JEE-Advanced are admitted to Indian Institutes of Technology.

JEE-Main examinations are conducted in English and Hindi only (Foot Note-1). This is, of course, unfair to non-Hindi students. Why won't they hold examinations in at least the 22 languages listed in the constitution? India's largest education network website PaGaLGuY.com reported on September 14, 2015: "CBSE [which conducts the JEE examinations] seems to be having a problem in addressing this issue simply because of the enormity of efforts it will have to put in". PaGaLGuY.com continued on the same September 14, 2015 report: "Professor Adrijit Goswami, who was in-charge of the JoSAA for the year 2015 said, "It's tough to translate the questions and have so many sets of question papers in so many different languages." Actually it is not that difficult to issue question papers and evaluate answers in 22 languages. These examinations are conducted once a year and it can be done and it should be done.

If preparing question papers in 22 languages is difficult, then offering lectures in 22 languages in every subject in every one of the 23 Indian Institutes of Technology (IITs) is monumental and simply impossible. We will discuss the impossibility of this in Section 3.

By the way, JEE-Main examinations are used for admissions to National Institutes of Technology (NITs), Indian Institutes of Information Technology (IIITs) and Centrally Funded Technical Institutes (CFTIs) also. So non-Hindi students are at a disadvantage in getting admission to these institutions also. End this discrimination first before introducing Hindi lectures in IITs through deceptive means.

We also want to point out that many examinations for jobs at central government offices and Indian government administered undertakings such as Life Insurance Corporation (LIC) and government banks are also held in English and Hindi only. End this discrimination first before introducing Hindi lectures in IITs through deceptive means.

3. Is Teaching in Mother Tongues Possible in IITs?

As we stated in Section 2, offering lectures in 22 languages in all 23 Indian Institutes of Technology (IITs) in all subjects is absolutely impossible. [It means, you need to have professors/lecturers from each language capable of teaching dozens of complex subjects in each of the 23 IITs. It simply is not possible. The Hindi-centric Indian government, that refuses to offer question papers for JEE-Main in all languages because it is difficult, is never going to offer lectures in all subjects (several dozens) in all 22 languages (or even just 10 languages) in all IITs. It is not going to happen.

4. Prediction: Only Hindi and English Lectures will be Offered!

If the Indian government came out and said Hindi would be added as a language of instruction in addition to English, there would be at least some opposition. That is why Indian government flouted the idea of offering lectures in students' mother tongue. Who

can oppose that? In Section 3 we showed that it is impossible to offer lectures even in all 22 languages, or even 10 languages in each of the 23 IITs. Once the idea of offering lectures in mother tongues is accepted, Indian government would come and say we have difficulty offering lectures in all languages and so we will start with Hindi in all 23 IITs and introduce other languages later. That is never going to happen. We will be stuck with English and Hindi in the IITs and this would be a great disadvantage to non-Hindi students. (To dampen criticism from Tamil Nadu politicians and chief minister, a few lectures may be offered in Tamil at IIT, Chennai (Madras) while Hindi lectures would be offered in all subjects in every IIT, including IITs in non-Hindi states.)

This tactic of shedding crocodile tears for all languages and then pushing in Hindi only is a tactic the Hindi-centric Indian government had used at least twice. It is discussed in the next Section (Section 5).

5. Past Examples of Deception on the Language Issue

5.1 IIT Entrance Examinations Example

Indian Institute of Technology entrance examinations used to be in English only. Then some Hindi students demonstrated demanding that examinations be held in "Hindi and regional languages" too. Indian government agreed but with a little twist: Candidates may write the examination in the mother tongue but question papers would be in English and Hindi only. IIT admissions were highly competitive and even just one mark could mean a higher ranking and admission and the candidate with just one mark less not getting admission.

Then IIT entrance examinations became two parts: JEE (main) and JEE (advanced). Only those who pass through JEE (main) could write JEE (advanced), and the higher ranked JEE (advanced) candidates get IIT admission. Guess what? JEE (main) is held in English and Hindi only and all other languages were removed. A huge advantage to Hindi state candidates.

This is exactly what would happen with mother tongue lectures too. May be a few IITs would offer a few courses in Tamil, Telugu, etc. but all IITs would offer all courses in Hindi and English. A bonanza for Hindi state students and a great blow to non-Hindi students.

5.2 IAS Preliminary Examinations Example

IAS examinations used to be in English only. Then there was demand to hold them in Hindi also. To null opposition from non-Hindi states, Indian government said that it would hold in all languages listed in the Indian constitution. When the time came, question papers were in English and Hindi only although questions may be answered in any language listed in the Indian constitution.

Then IAS examinations became two parts: Civil Services Aptitude Test (CSAT) and Civil Services (Main). You need to successfully pass CSAT to write Civil Service (Main). While you can still write Civil Service (Main) in your mother tongue but with question papers in English and Hindi only, you can write CSAT examination in English or Hindi only. Again a huge advantage to Hindi students.

With such a past history, do you really think that lectures will be offered in all 22 languages? I will answer categorically that it is just a trick to make Hindi (and Hindi only) the medium of instruction along with English in Indian Institutes of Technology. Do not fall for this trick.

6. Do not Fall for the Trap "We will Offer Hindi this Year but will Add Your Language Next Year"

If the Indian government says, "This year we will offer Hindi lectures. We cannot do that in your language this year but will do next year", never, never accept that. Ask them to hold off Hindi lectures also until next year when lectures in your language is also offered. We have precedence how the Indian government used this trick before.

As we state in Section 5, IAS examinations consist of two parts: Civil Services Aptitude Test (CSAT) and Civil Services (Main). You need to successfully pass CSAT to write Civil Service (Main). CSAT examinations may be written in English or Hindi.

CSAT Paper II had 80 questions of which 9 questions relate to English comprehension. All other questions may be answered in Hindi or English. In 2014, Hindi students demanded that those 9 questions on English comprehension be removed because it was difficult for Hindi students. Indian government removed those questions starting from that year (2014). This is totally unfair to non-Hindi candidates. They have to answer all 80 questions in English while Hindi students can pass CSAT without any knowledge of English.

Some non-Hindi members of parliament (MPs) as well as some student organizations asked that questions be printed in all languages (not just Hindi and English) and non-Hindi students be allowed to write CSAT in their mother tongue (in the same way Hindi students are writing in their mother tongue). Indian government said that it was too late to make these changes in 2014 and only the Hindi students demand to remove English comprehension questions will be satisfied in 2014 but will consider questions and examinations in other languages later. That statement was made in August 2014. I am writing this, more than 2 years later, in September 2016; English comprehension questions have been removed as demanded by Hindi students but non-Hindi students' plea to give question papers in their mother tongue and they be allowed to answer CSAT questions in their mother tongue is not met.

This is what would happen with Hindi lectures also. So it is important not to allow Hindi lectures until lectures are offered in all languages. We cannot and we shall not believe Indian government promises when it comes to Hindi imposition.

7. First Things First

Before parliament takes up discussion of teaching IIT courses in mother tongues, non-Hindi members of parliament (MP) should insist that parliament pass legislation that question papers for IIT entrance examinations (JEE-Main and JEE-Advanced) be printed in all 22 languages, and candidates be allowed to answer questions in their mother tongue.

While at it, parliament should also pass legislation that question papers for entrance examinations to ALL Indian government educational institutions (including NIT, IIM, central universities, IITs, ISM, NITs, IEST, IITs, etc.) and job examinations to jobs at Indian government offices and its undertakings (including defense department, banks, airlines, LIC, etc.) be printed all 22 languages, and candidates be allowed write answers in those languages.

8. What Should We Do to Protect Our Children's Future?

General public, especially students, and politicians from non-Hindi regions should oppose this proposal tooth and nail. Hindi-centric Indian government would surely respond by saying that they are offering lectures in all languages. Ask the government to pass a law by parliament (not a government order that could be changed anytime) saying that: "All Indian languages listed in the constitutions should have equal status in Indian Institutes of Technology.

(1) Lectures should be available in all languages or in English only. For example, if lectures in thermodynamics cannot be offered in Bengali at an IIT, then lectures in thermodynamics should not be offered in Hindi either in that IIT, irrespective of availability of Hindi professors and unavailability of Bengali professors. No Bengali means no Hindi, too. Hindi lectures have to wait until all languages are available.

(2) This is another important clause of legislation. Amount of money spent for lectures in Indian languages should be the same for each of the 22 languages. For example, if 20 crore Rupees are spent to write/publish books and hire/train professors for Hindi, the same amount of 20 crore Rupees be spent each and every one of the 22 languages.

(3) Even if there is only one student of a particular mother tongue, lectures should be offered in that language. If it cannot be offered, no Hindi lectures either irrespective of the number of Hindi students and whether Hindi lectures were offered the previous year.

(4) Any student has the right to lectures in the mother tongue even if his/her medium of instruction at school was English.

(5) Indian government should publish a report, approved by all IIT directors, on how they will be able to offer lectures in all 22 languages in all subjects in all Indian Institutes of

Technology, before a single lecture is offered in any of the Indian languages including Hindi.

Let us not be cheated on the language issue again. Let us protect the future of our children from Hindi hegemony at Indian Institutes of Technology, Indian Institutes of Management and central universities.

Foot Notes:

Gujrati, Marathi and Urdu questions are also offered for JEE in some examination centers because states like Gujarat gave up their right to hold their own examinations for admission to state-governed institutions and colleges but accept JEE for state institutions also (Most states do not want to do that because it infringes on state rights) (Thina Thanthi; December 12, 2012).

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4. **Indian Institute of Technology Joint Entrance Examination Questions in Hindi (Language Politics in IIT-JEE)**

K. Chezhan, Thanjai Nalankilli

ABBREVIATIONS

IIT - Indian Institute of Technology

JEE - Joint Entrance Examination

Tamil people have been asking Indian government funded/administered Indian Institutes of Technology (IIT) to provide entrance examination question papers in Tamil also. The current system of English and Hindi questions benefits those whose mother tongue is Hindi. It was recently announced that question papers would also be issued in Gujarati in 2013. When enquired why only Gujarati was added but not the other languages, the examination authorities said that this special consideration was given to Gujarati because Gujarat State Government had agreed to accept Indian government's common entrance examination (joint entrance examination) for its state engineering colleges.

Tamil Nadu and some other states have refused to join Indian government's common entrance examination for their state engineering colleges in February 2012; it is the constitutional right of state governments to choose admission criteria that are suitable and appropriate for their college students. Indian government is using IIT joint entrance examinations (IIT-JEE) as a stick to force state governments to do what it wants although it has no jurisdiction over admissions to state colleges; this is highly immoral. Why should Hindi and Gujarati students have an advantage over Tamil students (as well as Bengali, Kannada, Malayalam, Marathi, Telugu, ... students)?

Indian government wants to extract a price for holding IIT joint entrance examinations (IIT-JEE) in Tamil or Bengali or Kannada or Malayalam or Marathi or Telugu or other languages. If, a few years from now, you see Tamil question papers for IIT-JEE, it might be because Tamil Nadu gave up some of its constitutional rights. A sad situation, indeed.

Tamil Nadu, West Bengal, as well as a few other states, do not want to accept the India-wide entrance examinations for their state engineering colleges because of valid reasons. Tamil Nadu Chief Minister Jayalalithaa wrote a letter to Indian prime minister Manmohan Singh in September 2012 opposing the introduction common entrance examinations for dental colleges (similar to the IIT-JEE for engineering colleges). The letter clearly spells out why Tamil Nadu opposes such common entrance examinations. She wrote that an expert committee found that such common entrance examinations put rural and students from lower socio-economic backgrounds at a disadvantage. This is called "urban bias". Gujarat Education Minister Ramanlal Vora had also held the view that there is urban bias in IIT-JEE (This is reported in the News4Education website on December 9, 2012).

1)

Procedures for admissions to state engineering colleges should be left to state governments. We want all our students - both urban and rural students - both low-income students and high-income students get the same opportunities for education. We do not want India-wide entrance examinations that favour urban students over rural students, and higher-income students over lower-income students.

2)

We urge that IIT-JEE be held in all languages listed in the Indian constitution without forcing states to hold India-wide common entrance examinations for state engineering colleges. Whether Hindi states accept common entrance examinations for their state colleges or not, Hindi students get question papers in their mother tongues. This favours Hindi state students in IIT admissions and puts non-Hindi students at a disadvantage. Why should Hindi students get an edge in much sought after admissions to IIT and other central government institutes of higher learning? IITs and other central government institutes of higher learning are not funded by just Hindi states but are funded by all states. Our students should get the same chance of joining Indian Institutes of Technology as Hindi students. Are Hindi students more equal than non-Hindi students in the eyes of the Indian government?

(First Published: January 2013)

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5. Question Papers for IAS, IPS, IIT, IAEEE and ICAR-AIEEA-UG Selection Examinations (Hindi and English Only)

Thanjai Nalankilli

ABBREVIATIONS

AIEEA-UG - All India Entrance Examination for Admission - Undergraduate

IAEEE - All India Engineering Entrance Examination

IAS - Indian Administrative Service

ICAR - Indian Council of Agricultural Research

IIT - Indian Institute of Technology

IPS - Indian Police Service

There are now over a dozen Indian Institutes of Technology (IIT) in India. These institutes are funded well by Government of India and they are considered better than most universities in India. IIT graduates are sought after not only in India but also abroad for employment and higher education. So many students try to get admission to IITs. Selection is based on competitive examinations throughout India. There is a "problem" with these examinations. Question papers are in English and Hindi only. This gives an unfair advantage to Hindi students. They get the questions in their mother tongue while others get the questions in some other languages (English and Hindi). We demand that question papers be given in all Indian languages, thus leveling the playing field. If there are practical problems in preparing and printing question papers in all languages, then use English only. English is as foreign to non-Hindi students as is to Hindi students; this levels the competitive field to all. If cost of printing question papers in all languages is the reason, we want to remind the Indian government that non-Hindi peoples also pay taxes.

IAEEE (All India Engineering Entrance Examination) is for admission to various undergraduate engineering and architecture programs in several Indian government funded institutes across India. The medium of the IAEEE examination is English and Hindi only.

Indian Council of Agricultural Research (ICAR) is another organization that gives question papers in English and Hindi only for admission to undergraduate studies in many Indian government funded agricultural institutions (ICAR All India Entrance Examination for Admission To Bachelor (AIEEA-UG)).

Question papers for Indian Administrative Service (IAS) and Indian Police Service (IPS) are also in English and Hindi only. This gives an advantage to applicants from Hindi states. There is a long-standing request from Tamil Nadu for providing question papers in Tamil also, and that request has so far fallen into deaf ears.

While question papers are in Hindi and English only, answers may be written in any language listed in the Indian Constitution, including Tamil. It may sound fair at the outset but it is not. One has to understand the questions before they can answer them. Also, why is the Indian government so adamant so far, in spite of years of complaints? If the language of the question is not important, why not give questions in English only? Why Hindi? Because it does help Hindi students. As will be discussed in the next paragraph, **when just a few marks difference decides whether someone gets admitted to an IIT or become as IAS officer, having question papers in their mother tongue does give Hindi candidates a decided advantage.**

Another interesting twist to these examinations is that answer keys are given in English and Hindi only; examiners use these keys to grade answers. A Tamil IAS candidate Mr. M. Ramachandran filed a petition that his answers in Tamil were not graded properly for lack of Tamil key and that he was not selected for IAS because he got just 4 marks less than the successful candidate (This news appeared in some Indian news web sites on July 18, 2012). When just a few marks matter on whether a candidate gets selected for the much sought after IAS career or not, it becomes extremely important that all languages be treated equally with question papers and answer keys.

How many bright young candidates from non-Hindi states had their dreams of admission to IIT or selection to IAS squashed because of this language discrimination?

Discrimination, whether on the basis of race, colour, religion, language or region is wrong. Yet, in India, discrimination on the basis of language is not only allowed but the Indian Government administers it.

(First Published: February 2014)

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6. Hindi Encroachment into IIT, IIM and Other Institutes of Higher Education

Thanjai Nalankilli

ABBREVIATIONS

IIT - Indian Institute of Technology
IIM - Indian Institute of Management

OUTLINE

1. Introduction
2. Hindi Medium Teaching at Indian Institutes of Technology
3. Hindi Officer at Indian Institute of Management
4. Hindi Incursion Indian Institutes of Management

1. Introduction

Indian government established IIT, IIM and other institutes of higher education to offer high quality education to all deserving students of India. It is paid by Hindi and non-Hindi taxpayers. Yet undue advantages and benefits are offered to Hindi students thus reducing chances of non-Hindi students entering these institutes. We discussed some examples in Chapters 3, 4 and 5. Here are more from latest news.

2. Hindi Medium Teaching at Indian Institutes of Technology (IITs)

Medium of instruction at Indian Institutes of Technology (IITs) is English ever since their inception over half-a-century ago. Now IITs plan to set up "special cells" to help Hindi-medium students understand the subjects better. IIT-Delhi will ensure that study material is put across in a way that students from Hindi-medium schools can understand the subject (translation of texts and special seminars would be offered). IIT-Roorkee is conducting extra classes where professors explain scientific concepts to Hindi students in chaste Hindi. (Hindustan Times; October 2, 2016)

What about non-Hindi students? Are they children of lesser mother tongues? Are their parents paying taxes? Then why tax monies are spent on Hindi students only?

3. Hindi Officer at Indian Institute of Management

Do you know that Indian Institute of Management (IIM) at Indore has a Hindi Officer to promote the use of Hindi? It has. The institute held a Hindi Workshop on December 29, 2016 where Hindi grammar and how to use Hindi in management tasks were discussed. The Hindi Officer told students that it was their duty as citizens of India to work in our language. (Free Press Journal; December 30, 2016)

The Hindi Officer says, "work in our language". Hello, my language is Tamil. Please hold a Tamil Workshop and teach me how to accomplish management tasks in Tamil. Similarly Kannada Workshop, Bengali Workshop, etc. Hindi is not OUR language.

4. Hindi Infiltrates Indian Institutes of Management

Graduating students of Indian Institute of Management, Bengaluru (IIM-B) were asked to provide their names in Hindi script (Devanagari script) so that it could be included in their certificates (along with English). Some students complained that they did not know Hindi. Some said that if they want to issue bi-lingual certificates, it should be English and Kannada (language of Karnataka State where Bengaluru is located) or student's mother tongue. Some students said that they sometimes got letters in Hindi. Director of IIM-B said that nothing is finalized about Hindi in the certificate. (Times of India; February 1, 2018)

The same thing happened in Kozhikode, Kerala just one month later. Indian Institute of Management-Kozhikode (IIM-K) asked graduating students to give their names in Hindi so that their certificate can be issued in Hindi also. Some students opposed and IIM-K said that certificate would be in English only. (Times of India, March 2, 2018).

In our opinion, in a diverse country like India, education should be exclusively under state governments. Most states are bigger than many countries in this world. They are fully capable of educating their citizens.

We should stop this **constant poking of non-Hindi peoples with Hindi stick in educational institutions, railways, banks and myriad other spheres**. Only way is to amend the constitution providing equal status to all Indian languages. If Hindi politicians block it and we cannot get it done in 3 years, there should be massive, peaceful demonstrations all over non-Hindi states.

(First Published: May 2019)

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7.

Language Alienation of the Children of Non-Hindi Soldiers in the Indian Army

Thanjai Nalankilli

OUTLINE

1. The Problem
2. Indian Government's Attitude
3. A Solution
4. Action Plan

1. The Problem

I recently had a conversation with a non-Hindi soldier serving in the Indian Army in a northern state. He complained that his children are alienated from their mother tongue. They have ample opportunity to study Hindi (whether they are posted in Hindi states or non-Hindi states) but no opportunity to learn their mother tongue Tamil. I commended the soldier for his eagerness for his children to preserve their cultural and language identity. I then suggested that there are some websites where his children may learn Tamil.

2. Indian Government's Attitude

Indian government has a total lack of concern for the cultural/language alienation of the children of non-Hindi soldiers serving in the Indian army. Of course the Indian government wants to Hindi-fy these children by teaching them Hindi and Hindi only, and totally ignoring other languages. This is evident in other Indian government activities too. In CBSE schools, which come under the jurisdiction of the Indian government, Hindi is a compulsory subject and there is no requirement to teach the state language, and in fact, many CBSE schools do not teach the state language be it Bengali, Kannada, Malayalam, Marathi, Tamil, Telugu or other (CBSE - Central Board of Secondary Education).

Indian government should offer language classes as part of the regular curriculum. If there are 15 or more students of a certain mother tongue, that language must be taught in schools catering to soldiers' children. Indian government owes it to the soldiers who are ready and willing to sacrifice their lives for India. Why should the right to learn their mother tongue be denied to their children? Are they children of a lesser language? Children of Hindi speaking soldiers are offered Hindi classes in whichever state their father or mother serve.

3. A Solution

Offering language classes for non-Hindi children is not a difficult task. If the army cannot find a language teacher (for example, Malayalam or Telugu or ...) in a northern state, they may ask a soldier or spouse of a soldier to teach the language. I know these people are not trained as teachers. We have to make adjustments. Indian government should pay the education department of each non-Hindi state to develop teaching materials for these untrained "teachers" in the form of print materials, books, videos, websites and software. This task should be left to the states (paid by the Indian government) because state governments are better suited to develop educational materials reflecting the culture, heritage and language of the state. Indian government does not have the impartiality or skills to develop unbiased class materials, as evidenced by history and social studies textbooks used in CBSE schools.

I want to emphasize that just distributing some videos and software to the children (students) is not enough. Language classes should be taught by an adult (a teacher, soldier or spouse) with the help of educational tools such as videos, software, etc. This provides for interaction between students and with an adult teacher. If videos and websites are enough, why is the Indian government offering live classes for Hindi? What is good for Hindi children is good for non-Hindi children too.

If there is will, there is a way. There is no need for children of non-Hindi soldiers to grow up alienated from their culture and language. We have presented a simple, inexpensive way to teach non-Hindi children their mother tongue wherever their soldier father/mother is serving. There may be other methods of achieving the same goal. If there is will, there is a way. Does the Indian government want to teach the non-Hindi children their mother language or does the Indian government want to "Hindify" them? That is the big question.

4. Action Plan

Soldiers may not be able to do much on this issue. So the general public like us should take up the issue. Tell others about the problem our soldiers are facing. We should write our Members of Parliament (MP) and our Chief Minister about this issue and ask them to take it up with the Indian government. Our soldiers deserve the best. Children of our soldiers deserve the best. They have the right to learn their mother tongue wherever their fathers/mothers are serving in the military protecting the country from foreign dangers.

(First Published: August 2016)

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8.

Jawahar Navodaya Vidyalayas (JNV), Hindi Imposition and Madras High Court Ruling

Part I: First A Few Un-Publicized Facts About Navodaya Vidyalayas (the "modern schools")

Thanjai Nalankilli

Although this article is centered on Tamil Nadu, the arguments and concerns raised are equally true for all non-Hindi states.

OUTLINE

1. Introduction
2. Outrage Number One
3. Outrage Number Two
4. Arguments to the Supreme Court

1. Introduction

Jawahar Navodaya Vidyalayas (JNVs) (Jawahar Modern Schools) are operated by Government of India through Navodaya Vidyalaya Samiti, Department of School Education and Literacy, Ministry of Human Resource Development. As Indian government run schools, these schools have to obey and implement all rules and regulations of the Indian government regarding Hindi.

These schools are established to provide high quality education to talented children in rural areas. Number of student admitted to these schools is only a minute fraction of the total students in India. Parents pay no or very little for the education. Most of the funding comes from the Indian government, that is Indian taxpayers. State government provides land and infrastructure.

Surely it is a good idea but it comes with a catch, a hook. Hindi reigns supreme in these schools. As we will explain in Part I of the article, these schools are outposts of Hindi imperialism in rural areas of non-Hindi states. Most well-known, much publicized form of Hindi imposition in these schools is that Hindi is a compulsory subject in these schools. This is only the tip of the Hindi imposition iceberg. There are even more outrageous rules of Hindi imposition and imperialism in these schools. These are not widely known. Here, in Part I of the article, we discuss two of the most outrageous rules of Hindi supremacy in these schools. These two rules are not widely known in Tamil Nadu.

2. Outrage Number One

Most students are admitted to Navodaya Vidyalayas at the sixth grade (Class 6) but some are admitted at the ninth grade (Class 9); if there are vacancies. Selection examinations for the ninth grade are in 4 subjects Mathematics, Science, Hindi and English. Notice that there is no examination in the state language. That slap to non-Hindi state languages aside, most schools in Tamil Nadu do not teach Hindi. So this gives an undue advantage to students knowledgeable in Hindi taught in some private schools.

If the purpose of establishing Navodaya Vidyalayas (“Modern Schools”) is to give high quality education to talented rural students, why is an examination in Hindi? High intelligence or talent does not mean knowledge of Hindi. Navodaya Vidyalayas are just another vehicle to thrust Hindi into non-Hindi states and promote the study of Hindi in rural areas. Instead of operating or administering Navodaya Vidyalayas, Indian government should handover the money to state governments and let them run these schools with or without Hindi as they choose.

3. Outrage Number Two

This second point is even more Hindi supremacist than the first. This is yet another Hindi imperialistic requirement at Jawahar Navodaya Vidyalayas. State language is the medium of instruction in Class 6, 7 and 8. Then comes the Hindi juggernaut. In Class 9, 10 and 11, mathematics and science are taught in English and social science taught in Hindi (Mathruboomi; September 29, 2017). This is not just Hindi imposition but an insult to non-Hindi languages. Non-Hindi languages are good enough to teach social science in the lower grades but not good enough for the upper grades; only the “superior Hindi” is good enough for the upper grades.

The stated objective of Navodaya Vidyalayas is to provide high quality education to talented rural students. Will students absorb more knowledge of social science by studying it in the mother tongue or in Hindi? Undoubtedly social science is better understood in the mother tongue. Navodaya Vidyalayas are being established as outposts of Hindi imperialism in rural areas of non-Hindi states. “Providing high quality education” is the goatskin used by the Hindi imposition wolf sent to impose Hindi on non-Hindi students. Establishment of Navodaya Vidyalayas should be opposed and the Indian government should be forced to handover the monies allocated for these schools to state governments.

4. Arguments to the Supreme Court

Madras High Court has ruled that Tamil Nadu State government must allow Jawahar Navodaya Vidyalayas (JNVs) in the state and also provide free land and infrastructure. At the time of this writing (January 2018) Tamil Nadu is appealing to the Supreme Court.

Based on what I read in newspapers, Tamil Nadu government lawyers argued that these schools should not be established in Tamil Nadu because Hindi is taught as a compulsory subject. Indian government lawyers argued that Tamil is also taught in these schools. Tamil Nadu government lawyers did not counter with the two “outrages” we listed in the

previous two sections. They clearly show Tamil is lowered well below Hindi in these schools. We hope that Tamil Nadu lawyers appearing before the Indian Supreme Court would present these also the judges. I request readers to contact your MLAs and the Minister for Education to instruct the lawyers to present all forms of Hindi imposition and imperialism to the judges. Let us hope Hindi imposition and imperialism through Jawahar Navodaya Vidyalayas can be stopped. (MLA – Member of Legislative Assembly)

(First Published: February 2018)

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9.

Jawahar Navodaya Vidyalayas (JNV), Hindi Imposition and Madras High Court Ruling (India)

Part II: What Does the High Court Verdict Mean?

Thanjai Nalankilli

Although this article is centered on Tamil Nadu and Tamil, the arguments and concerns raised are equally true for all non-Hindi states.

OUTLINE

Abbreviations

Preface

5. Background

6. Opposition to Hindi Imposition in Tamil Nadu

7. Madras High Court Ruling

8. Discussion and a Few Unanswered Questions

9. High Court Should Order Indian Government to Use Tamil in Tamil Nadu

ABBREVIATIONS

AIADMK - All India Anna Dravida Munnetra Kazhagam

DMK - Dravida Munnetra Kazhagam

PREFACE

Author is of the opinion that the courts are interpreting the constitution and laws correctly, and are coming up with rulings that are unfair to non-Hindi peoples. What we need is amendment to the constitution that would protect the language rights of all the people. Our grievance is not towards those who are interpreting the constitution but towards the unfair constitutional provisions. The problem is with the constitution and the laws and not with the judiciary.

5. Background

Jawahar Navodaya Vidyalayas are managed by Navodaya Vidyalaya Samiti under the Department of School Education and Literacy, Ministry of Human Resource Development. As Indian government run schools, these schools have to obey and implement all rules and regulations of Indian government regarding Hindi.

Indian government's reasons for establishing these schools and Tamil Nadu government's reasons for refusing to establish these schools in Tamil Nadu are described in Part I of the three parts article.

The lawsuit in the Madras High Court and the news surrounding it said that successive Tamil Nadu state governments did not allow Jawahar Navodaya Vidyalayas (“Modern Schools”) because Hindi is taught as a compulsory subject. Teaching Hindi compulsorily itself is unacceptable. There is much more Hindi imposition and imperialism in these schools that public like me did not know.

Two of the outrageous Hindi imposition rules in these schools, in addition to teaching Hindi as compulsory subject, were discussed in some detail in Part I of this article. We concluded that these schools are outposts of Hindi imperialism in rural areas of non-Hindi states.

Here, in Part II, we discuss the High Court ruling within the general context of Hindi imposition.

6. Opposition to Hindi Imposition in Tamil Nadu

Hindi is the reason Tamil Nadu state government refused Jawahar Navodaya Vidyalayas in the state because people of Tamilnadu are opposed to Hindi as India's official language. From 1967 on, Tamil Nadu voters elected to power only parties (DMK and AIADMK) that are against Hindi as India's official language. The state government under Chief Minister C. N. Annadurai (DMK party) declared in 1968 the two-language formula (or two-language policy) (Tamil and English) for all state government affairs and removed Hindi from state schools.

Tamil people opposed Hindi in schools ever since 1938 when Hindi was introduced as a subject in the state. During the massive Tamil Nadu Students Anti-Hindi Agitation of 1965, state police, police brought in from other states, central police and army shot and killed 63 unarmed civilians. Also seven young men self-immolated themselves to show their opposition to Hindi imposition. [See Volume 2 of this book series "Hindi Imposition Papers".]

This is the background under which Tamil Nadu refused to set up Jawahar Navodaya Vidyalayas in the state. Tamil Nadu government reflects the views of the vast majority of the people of the state.

7. Madras High Court Ruling

In September 2017, Madurai Branch of the Madras High Court ordered Tamil Nadu state Government to establish Jawahar Navodaya Vidyalayas (JNVs) (Jawahar Modern Schools) in the state. Tamil Nadu state lawyer told the court that it is against Tamil Nadu's two-language formula. High Court told the state government that it should "give up its fear" that Hindi would be thrust upon students through these schools. The court told Tamil Nadu to provide sufficient infrastructure, including land, to the schools. (Business Standard; September 11, 2017)

8. Discussion and a Few Unanswered Questions

I am not a lawyer and I would think the court is interpreting the constitution and laws of the land correctly. Here are some layman's questions.

Why did not the court order the Jawahar Navodaya Vidyalayas (JNVs) in Tamil Nadu not to impose Hindi through these schools? In other words, instead of asking Tamil Nadu to set aside its two-language formula, ask Indian government to set aside its three-language formula. Why should the state (any state) be subservient to India's three-language formula even when the people of Tamil Nadu had voted again and again for parties supporting the two-language policy during the past 50 years? **Do voter sentiments and sensitivities mean anything in a democracy?**

High Court is telling Tamil Nadu to "give up its fear" of Hindi imposition and allow Navodaya Vidyalayas into Tamil Nadu for the benefit of a few hundred Tamil students. Instead, why not ask Indian government to "give up its Hindi fervour" in these schools in Tamil Nadu for the benefit of a few hundred Tamil students?

We would love to hear the High Court explain the reasons behind the ruling so that non-lawyers like me can understand it.

9. High Court Should Order Indian Government to Use Tamil in Tamil Nadu

Since the High Court had made this ruling about language use in the interest of potential rural students who may be admitted to Jawahar Navodaya Vidyalayas (Modern Schools), I have a few related questions.

- 1) We ask the court to order the Indian Government to print safety instructions on cooking gas cylinders in Tamil (now it is printed in Hindi and English only) for the benefit and safety of people who know neither Hindi nor English. Why should a Tamil have to learn Hindi or English to live in the land where their ancestors have been living for thousands of years?
- 2) We ask the court to order that all rail tickets be printed in Tamil (now it is English and Hindi only) for the benefit of rural people who know neither Hindi nor English.
- 3) We ask the court to order that all Automated Teller Machines (ATMs) in banks have instructions in Tamil.
- 4) We ask the court to order that all Indian government employees in Tamil Nadu know Tamil so local people can communicate with them in the local language.

As I said before, I am not a lawyer. May be some lawyer has to file a lawsuit in the high court asking the court to order the Indian government to use Tamil in Tamil Nadu.

(First Published: October 2017)

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10. Jawahar Navodaya Vidyalayas (JNV), Hindi Imposition and Madras High Court Ruling (India)

Part III: Final Discussion and Possible Solution

Thanjai Nalankilli

Although this article is centered on Tamil Nadu and Tamil, the arguments and concerns raised are equally true for all non-Hindi states.

OUTLINE

- 10. Background
- 11. Is it Hindi Imposition?
- 12. Is this Really Democracy?
- 13. Whose Money is it Anyway?
- 14. Can the Indian Government Use Our Tax Monies to Force States to Surrender Their Rights?
- 15. Don't Blame the Courts, Amend the Constitution

10. Background

Jawahar Navodaya Vidyalayas are managed by Navodaya Vidyalaya Samiti under the Department of School Education and Literacy, Ministry of Human Resource Development. As Indian government run schools, these schools have to obey and implement all rules and regulations of Indian government regarding Hindi.

Indian government's reasons for establishing these schools and Tamil Nadu government's reasons for refusing to establish these schools in Tamil Nadu are described in Part I. Part I also discussed two outrageous rules of Hindi supremacy in these schools.

11. Is it Hindi Imposition?

Some argue that no one is compelling students to study at Jawahar Navodaya Vidyalayas; they could go to schools where there is no Hindi. We would have no objection if some Hindi enthusiasts or Hindi states open a private school in Tamil Nadu and require students to learn Hindi in exchange for top notch education. But Jawahar Navodaya Vidyalayas (Modern Schools) are operated with both non-Hindi and Hindi taxpayer monies. If the only way to get the benefit of a well-funded, taxpayer paid schools is agreeing to learn Hindi, then that is Hindi imposition?

Let me tell you a story to reinforce my point. There were two brothers living together in the same house. The older brother had 6 children and the younger 4. Older brother is non-vegetarian and the younger vegetarian. Because the older brother outnumbers the younger brother he made all household decisions even though the younger brother earned more

money and gave more towards household expenses. Older brother cooked very nutritious and tasty non-vegetarian dishes every day but only mediocre vegetarian dishes. When the younger brother complained, the older brother told him, "no one is preventing you from eating the nutritious, tasty non-vegetarian meals; so why are you complaining? If you do not want meat, that is your problem." What should the younger brother do? May be he should leave the house and set up his own separate household.

12. Is this Really Democracy?

Political parties opposing Hindi in Tamil Nadu schools have won state assembly elections ever since 1967. The current (2017) ruling party at the central government, Bharatiya Janata Party (BJP), got only 2% votes in Tamil Nadu in the 2014 parliamentary elections. Another party that supports Hindi in schools is the Congress Party. The combined votes these two parties got in Tamil Nadu in 2014 were just 10%. Yet the will of these two parties over-rides the will of the duly elected state government on a matter internal to the state. Is this democracy for the approximately 80 million people of Tamil Nadu? Something is wrong here.

13. Whose Money is it Anyway?

Some may argue that Indian government is funding these schools and so they can dictate what languages to teach. To start with, as we mentioned earlier, it is both Hindi and non-Hindi taxpayers' money that is used, and it should not be used as an inducement to make students learn Hindi. It seems these arguments do not work because the Indian constitution and laws are such that Indian government has enormous power on how to give taxpayer monies. Indian government uses the money as carrots and sticks to force states to its pet projects violating whatever semi-federalism, state rights and devolution states have. Hindi imposition and propagation is one of those pet projects.

14. Can the Indian Government Use Our Tax Monies to Force States to Surrender Their Rights?

In the opinion of this writer this ruling raises questions far beyond Hindi at Jawahar Navodaya Vidyalayas (Modern Schools). As I understand it, the Madras High Court ruling says that it is legal for the Indian government to use tax monies collected from both Hindi and non-Hindi states to force states to accept its language policy. That goes to undermine the very root of the semi-federal system of the Indian Union, state rights and devolution of power.

In case of Jawahar Navodaya Vidyalayas, Indian government says that it would set up the well-funded schools only if the schools follows its three-language policy even while it contradicts state's two language policy. Court ruled that states must accept the schools along with the accompanying three language formula (Hindi imposition) because they provide top-notch education to a few hundred rural students.

Stretching matters further, can Indian government say that it would give 1000 crore Rupees to the state government every year, if it teaches Hindi in every state school? Will the High Court force the state to do so because that is the only way it can get 1000 crore Rupees? What happened to state right to run its own schools? Will some lawyer explain the intricacies to me? Today it is Hindi in schools. Next time, can the Indian government tell the state that it would allocate 10000 crore Rupees if it allows Hindi in the state legislature? Will the court ask states to do so because the 10000 crore Rupees would benefit the people of the state? How is it different from the court telling Tamil Nadu to teach Hindi in Jawahar Navodaya Vidyalayas (JNVs) because the Indian government funds would benefit the students in those schools?

Instead, why not tell the Indian government to give the state the 10000 crore Rupees without the Hindi stipulation because the 10000 crore Rupees would benefit the people? Same way, tell the Indian government to fund these Jawahar Navodaya Vidyalayas without attaching the stipulation that Hindi must be taught in these schools. Funds for these modern schools does not come from Hindi taxpayers alone, they come from all taxpayers; Hindi and non-Hindi taxpayers. So allocation of funds should not be attached to teaching Hindi.

It seems these arguments do not work because the Indian constitution and laws are such that Indian government has enormous power on how to give taxpayer monies. Indian government uses the money as carrots and sticks to force states to its pet projects violating whatever semi-federalism, state rights and devolution states have. Hindi imposition and propagation is one of those pet projects.

15. Don't Blame the Courts, Amend the Constitution

Since courts have to interpret the constitution and laws as they exist, the only way out for non-Hindi people from Hindi imperialism is to amend the Indian constitution pertaining to language issues. Therein lies the problem. Constitution cannot be amended, will not be amended because it needs two-third majority (over 66%) in parliament and Hindi Members of Parliament (MPs) number more than one-third the total members. I can categorically say that Indian constitution can never be amended to remove Hindi as the official language of India and make all Indian languages equal.

Since the constitution cannot be amended, the only way for non-Hindi states to escape Hindi imposition is for these states to get out of the Indian Union and form their own federal union of states or separate countries, as each non-Hindi state chooses. This option is something that needs to be considered and discussed.

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11.

Should my Son Learn Hindi?

Thanjai Nalankilli

OUTLINE

1. Introduction
2. Learning Options Before a Student (Hindi is not the Only Option)
3. Even if He Learns Hindi He is Still Disadvantaged in Indian Government Jobs
4. Concluding Remarks
5. Should Tamil Nadu Schools Teach Hindi?

1. Introduction

I recently received an e-mail from a father asking me if he should ask his son to learn Hindi and if there is anything wrong with it. The family lives in Tamil Nadu and the only son is now in school. This article is based on my e-mail reply to that father.

There is absolutely nothing wrong in someone learning Hindi or asking the children to learn Hindi. It is an individual choice. Each person should decide for oneself. A person who opposes Hindi imposition could learn Hindi (say, in order to keep an Indian government job) and still continue to oppose Hindi imposition. [For the record: No one in my family studied or studies Hindi. This is our personal situation.]

Whether your son learns Hindi or English or Japanese or French, ask him not to ignore Tamil. Also tell him that Tamil is no less than Hindi and that Tamil is an ancient language with rich ancient and current literature. Tell him that Hindi was elevated over and above Tamil and other languages in 1950 against the opposition of Tamil Nadu. Then he will grow up to be a well-rounded person who knows his own rich heritage and whether he learns Hindi or not. Only reason a Tamil in Tamil Nadu learns Hindi is because of Indian government's discriminatory, unjust language policy. No Tamil living in Tamil Nadu would learn Hindi but for Indian government's Hindi supremacy policy.

I like to see Tamil people get good jobs, rise in their jobs and be prosperous. If studying Hindi does it, so be it; but would studying Hindi really help everyone in the future career? **Is Hindi the path to prosperity and happiness?** I do not think so. Learn Hindi if you get a job in a Hindi state. Learn Hindi if you get an Indian government job and FORCED to learn Hindi. I do not see a reason to study Hindi unless I have a job in a Hindi state or with the Indian government. Other than that I do not see any advantage in learning Hindi. That time is better spent in learning other more useful subjects which would get you good jobs anywhere in the world including within India.

2. Learning Options Before a Student (Hindi is not the Only Option)

A school age student has only a limited amount of time and energy to study subjects over and above the core, compulsory subjects taught at school. Available time is finite and limited (a student needs play time too). How best to utilize the available time to help your son have a better job and career later in life is your decision to make.

There are a few options; we list here just three.

1. Learn Hindi.
2. Learn computer programming or other sciences (over and above whatever is taught as part of school curriculum).
3. Learn English over and above what is taught as part of school curriculum (such as conversational English, writing, translation, etc.)

Learning Hindi may give an advantage if your son chooses Indian Government job or goes to work in a Hindi state. Learning more computer programming or science may give your son an advantage if he chooses to work in the fields of computer science, software development, information technology, mathematics or science in any part of the world, including within India. Extra English may give an advantage in many private company jobs here and around the world.

Assess the options carefully in the same way your son would make future decisions about his life. For example, after completing school, if your son goes to college, he would have to make a decision on what subjects to major -- arts, science, mathematics, engineering, medicine, information technology, etc. Give the same serious thought in deciding what your son studies. Do not jump into the Hindi bandwagon without considering all the options seriously.

If knowledge of Hindi is the way to wealth and jobs, why are Hindi states amongst the poorest with high unemployment?

3. Even if He Learns Hindi He is Still Disadvantaged in Indian Government Jobs

Some people think that learning Hindi would give them Indian government jobs and make it easy on them. To start with, neither you nor your son know at this point of time whether he would one day work for the Indian government. If he were to work for the Tamil Nadu government or private companies anywhere in the world except the Hindi states, he could have better utilized his time learning computer languages, science or additional English. Even if he were to work for the Indian government and even if he studied Hindi at school age, he is still disadvantaged in his job compared to a fellow employee whose mother tongue is Hindi because he/she is working in his/her mother tongue learned from the mother's lap.

4. Concluding Remarks

One should not blindly jump into the Hindi bandwagon thinking that Hindi opens doors for jobs. There are other choices like computer technology, science, engineering and medicine that may open more doors. While Hindi knowledge from school days may help if you go to work in Hindi states or in Indian Government offices, there are other choices that could help in a broader array of jobs in Tamil Nadu, India and all over the world. Choice is up to you whether your children learn Hindi or not.

5. Should Tamil Nadu Schools Teach Hindi?

No, absolutely not. Hindi should not be taught as a compulsory nor optional subject. Use the school hours and resources to teach more useful subjects. Former Tamil Nadu Chief Minister C. N. Annadurai removed Hindi from Tamil Nadu schools in 1968. That two-language policy continues to date, and shall continue for ever. Any student who wants to learn Hindi can study in Dashin Hindi Sabha or Hindi Prachar Sabha centres that are free or low cost. There are also free or extremely low cost online and correspondence (by mail) courses. There is no need to teach Hindi as a compulsory or optional subject in Tamil Nadu schools. [See Chapter 12 for further discussion on Hindi in schools.]

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12. Should We Teach Hindi in Tamil Nadu Schools?

Thanjai Nalankilli

Hindi may benefit less than 10% students who may one day work in Hindi states or Indian government jobs. Why take up to 3 hours per week to teach it instead of using those hours to teach computers, science and mathematics that benefit 100% of students?

OUTLINE

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ABBREVIATION

AIADMK - All India Anna Dravida Munnetra Kazhagam (a political party in Tamil Nadu)

BJP - Bharatiya Janata Party (an All-India political party)

DK - Dravidar Kazhagam (a party in Tamilnadu; does not contest elections)

DMK - Dravida Munnetra Kazagam (a political party in Tamil Nadu)

PREFACE

We first discuss in some detail the question whether teaching Hindi in Tamil Nadu schools, whether as an optional subject or as a compulsory subject, benefits majority of the students. The logical conclusion is "no". This must be brought to the attention of parents who believe the false propaganda that learning Hindi would lead to better jobs and higher salaries. Part I establishes that it is untrue and that, instead of learning Hindi, spending those hours to learn computer languages or improving proficiency in English, mathematics and science would result in better jobs and more money.

Part II discusses the history of opposition to teaching Hindi in Tamil Nadu schools since 1938 and finally removing it from Tamil Nadu schools by the DMK government under Chief Minister C. N. Annadurai in 1968. Then Part II discusses the current (2015) request by pro-Hindi all-India political parties (whose decisions are always made by Hindi politicians) and well-meaning parents who wrongly think that learning Hindi is the path to better lives for their children.

I am a pragmatist. I want what is good for my children and all children of Tamil Nadu. If Hindi would make the future of our children more prosperous with better jobs and higher salaries, I would never object to bringing Hindi into our schools again. Hindi does not bring any benefit to majority of students; instead it takes time away from improving our skills in more important subjects like computers, science and mathematics. These are the subjects of the future, not Hindi.

Part I: Should Hindi be Taught in Tamil Nadu Schools?

1. Is it wrong for a Tamil person to learn Hindi?

Is it wrong for a Tamil person to learn Hindi? Absolutely not. If you want to learn Hindi, go ahead and learn the language. I discussed it in some detail in Chapter 11.

2. Should Tamil Nadu Schools Teach Hindi? (as an optional or compulsory subject)?

Is there anything wrong with a Tamil person learning Hindi?" and "Should we teach Hindi in Tamil Nadu schools?" are two different questions.

There is nothing wrong in learning Hindi. That does not mean that schools have to teach Hindi. There are people in Tamil Nadu who want to learn German; it does not mean that Tamil Nadu schools have to teach them German. Three years ago one of my friends went to South Korea to work. He learned some basic Korean language by himself using an educational tape (he could say about 20 words). Then he learned more Korean after he was in Korea. Tamil Nadu schools did not teach him Korean. Schools have no obligation to teach Korean unless majority of the students would benefit from it.

In the following sections we would demonstrate that learning Hindi would provide some benefit to less than 10% of students. So there is no obligation for Tamil Nadu schools to teach Hindi. Those who want to learn Hindi, for whatever reason, should learn Hindi on their own. Fortunately for them, Indian government funded organizations like Dashin Hindi Sabha or Hindi Prachar Sabha offers Hindi classes in many cities free of charge or for a very low fee. For those in small towns and villages, Indian government offers free or low-cost correspondence courses through mail. If anyone wants to learn Hindi, for whatever reason, let them use those services. There is no need for Tamil Nadu schools to offer Hindi classes.

I would not object to teaching Hindi, if learning Hindi would benefit most students in Tamil Nadu schools. I am a pragmatist -- a practical person. I want a bright future, good jobs and good salaries for my children and all children of Tamil Nadu. There is no evidence that Hindi would lead to better jobs and salaries for most students in Tamil Nadu. **Learning Hindi is a waste of time for most students.** In fact it comes in the way of learning other, more important subjects like computer science and mathematics. This is explained in more detail in Section 4.

3. Who Will Benefit from Learning Hindi?

Who Will Benefit from Learning Hindi? Those who one day would work in Indian government jobs and those who would one day go to work in Hindi states would "benefit somewhat". Less than 10% of the students would fall under this category. Even these less-than-10% students do not need a knowledge of Hindi to get an Indian government job. By law, Indian government cannot require a knowledge of Hindi to get an Indian government job. This is the law. You can write job examinations in English or Hindi (and in some cases Tamil). I do not know a single person from South India writing these examinations in Hindi (although Hindi is taught in the other southern states) because they are invariably more proficient in English than Hindi. **Indian government requires you to learn Hindi only after you have the job.** So there is not much of a benefit for those who one day may work in an Indian government job. Even at that, only a small percentage of students will work at an Indian government job. Those who go to work in a Hindi state (only a very small percentage of Tamil people do) can and do acquire a working knowledge of Hindi once they are there. Similar to my friend who went to work in Korea and learned Korean there. The small percentage of Tamils working in West Bengal learn Bengali after they are there. Same is true for other states too. Do the same if you are one of those few who go to work in a Hindi state. There is no need to teach Hindi in Tamil Nadu schools as a compulsory or optional subject.

4. Is there any Harm in Teaching Hindi in Schools as an Optional or Compulsory Subject?

Is any harm done in teaching Hindi in schools as an optional or compulsory subject? Answer is "yes". Are you wondering how teaching a language would harm students? There are only a limited number of hours that students attend school every week. If we spend 1, 2 or 3 hours to teach Hindi, those hours should be deducted from the hours that are currently spent in teaching subjects like computer technology, mathematics, science and English. These subjects are more beneficial to students than Hindi. Think about it. While Hindi might be somewhat helpful for less than 10% of students (as explained in Section 3), computer technology, mathematics, science and English would be beneficial to 100% of students anywhere they go to work, whether within Tamil Nadu, within India or anywhere in the world -- America or Europe, Arab countries or Singapore, Australia or Malaysia.

Parents who have believed the false propaganda of the India government and all-India parties like the Congress Party and BJP should think again whether their children should

learn Hindi or spend those 1, 2 or 3 hours on more beneficial subjects like computer technology, mathematics, science and English. More hours spent on these subjects, the better our students in these subject and stand out during employment examinations and interviews. Let us not take hours from these subjects.

5. Is not Learning Three Languages Beneficial to the Brain?

Is not learning three languages beneficial to the brain? I have heard some people say that learning an additional language exercises the brain. They are actually talking about learning a second language in addition to the mother tongue, not a third language. Very few countries teach three languages in schools. All advanced industrial nations (for example France, Germany, Japan, Russia) teach no more than two languages. They are all doing well in industrial development and science.

I would rather teach a computer language than Hindi. Does anyone dispute learning a computer language is better than learning Hindi?

6. Why not Teach Hindi as an Optional Subject in Schools?

Why not teach Hindi as an optional subject in schools? When do you teach Hindi? During school hours or after school? If during school hours, what do students who do not want to learn Hindi do? Do they go home or go to play ground or sit in the Hindi class paying no attention? I had talked to people who were students in the early 1960s in Tamil Nadu. Hindi was an optional subject. Those students who had no interest in Hindi, sat in the class paying no attention. They just wrote their names and whatever they knew. Their grades in Hindi did not count. Whether they got 0 or 20 or 80, they all passed high school and the mark in Hindi was not included in calculating the average mark. One, two or three valuable school hours were lost to these students.

Alternately, are students not interested in Hindi asked to learn more mathematics or computers or science or English in those Hindi hours? Will not those students going to Hindi classes fail in these subjects? If we lower the examination standard in these subjects for the benefit of Hindi students, that brings down the standard of education in these subjects. This is not good for Tamil Nadu students as a whole. So this alternative is unacceptable.

Another alternative is to teach optional Hindi after the school hours. If someone wants to study Hindi after the school hours there are ways of doing so. There is no need for Tamilnadu schools to do it. What are the other ways? Indian government funded Hindi Prachar Sabha offers free or low-cost Hindi classes in many cities and gives certificates to those who pass their examination. Indian government also offers free or low-cost correspondence courses. People living anywhere in India, even remote villages can take these correspondence courses. So there is no need to teach Hindi as an optional subject in our schools.

Hindi was taught as an optional subject in Tamil Nadu schools until 1968. The DMK government that came to power in 1967 under Chief Minister C. N. Annadurai removed Hindi from schools in 1968. When DMK lost to AIADMK, the AIADMK government under its founder M. G. Ramachandran (MGR) also kept Hindi out of Tamil Nadu schools. Later chief ministers also kept Hindi out of our schools.

I want to emphasize what I said in the preface. I would never object to teaching Hindi as an optional subject if majority of students would benefit from it. I have conclusively shown in the preceding sections that it is not the case.

Part II: History of Hindi in Tamilnadu Schools and Current Situation

7. History of Hindi in Tamil Nadu Schools

The first anti-Hindi agitation was on January 3, 1938 as it became evident that the Congress government of the Madras Presidency plans to make Hindi a compulsory subject in schools. (Much of today's Tamil Nadu State was within the Madras Presidency.)

In spite of opposition, the Congress government under Rajagopalachari (Rajaji) issued an order making Hindi a compulsory subject on April 21, 1938. Under much opposition against Hindi, Government of Madras Presidency withdrew its order on February 21, 1940. Anti-Hindi agitations abated.

Seeing that anti-Hindi agitations had abated for two years, Hindi was made compulsory in schools again in 1942. Anti-Hindi agitations resumed. Government backed down and again withdrew its order.

The new Congress Government under T. Prakasam ordered Hindi as compulsory subject in 1946, and later withdrew the order because of opposition to it.

This cycle of ordering Hindi as compulsory subject and then removing it continued. During the 1960s, Hindi was an optional subject under the Congress government of Chief Minister Baktavatsalam.

Congress Party lost the 1967 election in Madras State (Tamil Nadu State) and DMK which spearheaded many anti-Hindi agitations came to power. At that time Hindi was taught as an optional subject in schools. Even students who get zero mark in Hindi can pass the final high school examination. Marks in Hindi examinations did not count in calculating the average mark either. So many students ignored Hindi even though it was taught in schools. Yet Hindi in Tamil Nadu schools was an irritant to many. Finally Chief Minister C. N. Annadurai removed Hindi from Tamil Nadu schools once and for ever; and Hindi remains out of our schools as of this day (2015).

8. Current Situation (2015)

Pro-Hindi all-India parties want Hindi to be brought back into Tamil Nadu schools at least as an optional subject. They want to undo what Chief Minister C. N. Annadurai did in 1968. Annadurai, popularly known as Anna, was the founder of DMK, and AIADMK is named after him (AIADMK - All India Anna Dravide Munnetra Kazhagam; "Anna" is for "Annadurai"). After 1967, DMK and its offshoot AIADMK came to power in the state alternately and these parties kept Annadurai's policy of "no Hindi in Tamil Nadu schools" intact. Annadurai's successor in DMK, M. Karunanidhi, and AIADMK founder M. G. Ramachandran (MGR) and his successor J. Jayalalithaa all kept Hindi out of Tamil Nadu schools.

Not only the pro-Hindi all-India parties but also SOME well-meaning parents who believe the false propaganda by the Indian government that Hindi is the way for better jobs for their children want Hindi to be brought into Tamil Nadu schools again. We have established in Part I of this article that learning Hindi would benefit only less than 10% of students somewhat. No student would be refused an Indian government job for lack of Hindi knowledge; they will learn it AFTER getting the job with government help. You can take Indian government job examinations in English or Hindi. That is the law. Taking away 1 to 3 hours from English, computers, mathematics or science and allocating those hours to teaching Hindi would actually reduce the proficiency in those subjects and reduce job opportunities for our children. English, computers, mathematics and science are more important in any job anywhere in India or the world. Parents should realize that.

If some parents want to teach their children Hindi, their children may learn Hindi from free or low-cost Hindi Prachar Sabha schools in most major cities or through free or low-cost correspondence courses by mail offered by the Indian government; they both offer certificates. There is no need for Hindi (compulsory or optional) in Tamil Nadu schools.

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